



# *An Intercultural Education Guide for Idaho Schools*

## *Fostering Global Perspectives Through Student and Teacher Exchange*

Developed by the Idaho Department of Education's International Education Task Force

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2004

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# Intercultural Exchange

*“If we expect students to navigate international waters, we need to give them an international education that meets the highest standards...”*

*- U.S. Secretary of Education Rod Paige*



## **An Intercultural Education Policy for the State of Idaho**

“Educational exchanges are not a luxury – reserved for the few or pushed aside when other challenges preoccupy us. They are a matter of the national interest. While our nation properly continues the fight against terrorism, we also must develop a policy of educational diplomacy. It can be a key catalyst for a more peaceful world.”

- Former U.S. Secretary of Education Richard W. Riley

Now more than ever, the critical importance of international education to leadership in the U.S., prosperity, and security is clear. Yet, no state – including Idaho – has drafted a coherent and strategic international education policy.

Intercultural education encourages better relations among peoples of different cultures and encourages cross-cultural communication. In making institutions sensitive to other cultures, by globalizing the curriculum, students are given a window into their own richly diverse communities, and are able to critically evaluate today’s connections of politics, commerce, and civil society.

We must do more to:

- Support a strong, consistent approach statewide to promoting global learning that recognizes the need to increase Americans’ international skills and the importance of continuing to educate the world’s future leaders.
- Mobilize Idaho state government, higher education, business, and nonprofit sector to do their part to advance intercultural education.

### ***U.S. Department of Education Guidance on Foreign Exchange Programs with Respect to NCLB (No Child Left Behind)***

Maria Hernandez Ferrier, Ed.D., Director of USDE’s office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, has provided guidance to states regarding foreign student exchange programs in relation to the No Child Left Behind Act of 2001. Following are excerpts from Dr. Ferrier’s letter:

“Foreign student exchange programs have been very successful at helping our students learn about the language, culture, history, and government of other nations. In addition, the foreign students who come here to attend school learn about America, and bring a better understanding of our nation back to their home countries. I strongly support these programs because they are educationally effective and help foster international understanding.

“Recently, I have learned that some school districts are concerned that requirements of No Child Left Behind might make it more difficult for them to accept foreign exchange students. I want to assure you that the overriding purpose of No Child Left Behind is to provide American students with the best education possible. Consequently, No Child Left Behind does not seek to discourage school districts from participating in a foreign student exchange program. In fact, we believe that foreign exchange programs enrich the education of our students.

“An important goal of No Child Left Behind is to help English language learners who reside in the United States attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging content standards expected of all students. The requirements of No Child Left Behind, however, should not deter a school district from accepting foreign exchange students.

“Assessment results for foreign exchange students who are enrolled in a school in the United States for less than a year, even if they are limited English proficient, are not to be included in the school-level measurement of adequate yearly progress required by No Child Left Behind.

“No Child Left Behind does not prevent or make it more difficult for school districts to participate in foreign student exchange programs. A school district’s decision on whether to participate in a foreign student exchange program, therefore, should only be based on the educational value of that program.”

## ***Selecting an Intercultural Exchange Organization – A Guide for Idaho Schools and Districts***

### **Intercultural Education - Goals**

It is the goal of the State of Idaho to recognize the unique benefits from non-immigrant, foreign exchange students in schools around the state. To facilitate intercultural exchange, it is important to develop and administer criteria for selecting organizations to conduct these exchanges. The following recommendations should serve as guidelines for selecting organizations to provide intercultural exchange opportunities to Idaho students, families, and communities.

#### **Recommendations:**

1. Programs are approved at the discretion of the high school and/or district administration. Approved programs must also be accredited by the Council on

Standards for International Educational Travel (CSIET)<sup>1</sup>. The school reserves the right to work with exchange organizations that have proved their commitment and responsiveness. See [www.csiet.org/mc/page.do?sitePageId=750](http://www.csiet.org/mc/page.do?sitePageId=750) for the *CSIET status report of organizations and programs that have demonstrated full compliance with the CSIET Standards*.

2. Organizations (as provided by CSIET accreditation) should be J-1 visa-granting organizations. J-1 visa holders (students sponsored by an approved foreign exchange organization) are eligible to attend secondary school. F-1 visa holders (individual foreign students sponsored by relatives or friends) are admitted at the discretion of the school or district administration.<sup>2</sup>
3. Organizations have the duty to provide Idaho schools detailed and up-to-date information on programs, scholarships, and support of all participants, which should include orientations throughout the exchange experience for students and families.
4. It will be the responsibility of the sponsoring organization to provide tutors and/or any necessary assistance required to help the foreign exchange student meet acceptable standards. If this cannot be accomplished, the student faces withdrawal from the school.

## **Outbound Programs - Goals**

Today's global challenge demands international competence. Americans who study abroad, participate in scholarly exchange programs, or study foreign regions and languages are far better prepared for the demands of the 21<sup>st</sup> century. "The level of Americans' global skills and understanding will in large measure determine our ability to manage international conflict, promote peace, and exercise leadership in the 21<sup>st</sup> century."<sup>3</sup>

We must do more to:

- Increase opportunities for all American students to study abroad.
- Promote ethnic, socio-economic, and gender diversity through study-abroad participation.
- Integrate international, foreign language, and area studies into Idaho curriculum.
- Invigorate outbound student and teacher exchange programs.

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<sup>1</sup> The Council on Standards for International Educational Travel (CSIET) is a not-for-profit organization committed to quality international travel and exchange. It establishes standards for organizations operating international educational travel and exchange programs at the high school level. CSIET monitors compliance with those standards, and disseminates information regarding international educational travel organizations. CSIET also accepts complaints as well as compliments regarding specific exchange organizations. Those comments are reviewed annually in CSIET's evaluation of youth exchange programs.

<sup>2</sup> Federal J-1 visa guidelines enable foreign exchange students to attend school in a U.S. public high school, and the school district receives the ADMW (i.e. per-student funding mechanism) under this visa program. F-1 visas do NOT provide this financial support; the student (or hosting organization) must pay all tuition costs.

<sup>3</sup> NAFSA

- Increase opportunities for international internships and service learning.

#### Requirements:

1. Students on secondary school programs must be between the ages of 15 and 18.5 years, in accordance with U.S. State Department guidelines.
2. Approved programs must have a local coordinator who resides within the region (within 150 miles of the school/district).
3. Opportunities will be made for foreign exchange programs to present information in the school to Idaho students on inbound and outbound programs, and on the availability of scholarships. These presentations will focus on global awareness and intercultural communication.
4. A student participating as an outbound student from an Idaho high school will receive appropriate credits toward graduation equivalent to the number, which would have been earned during the same period of time. Unless specific grades (which can be interpreted within the grading system of the high school) are forwarded in an official transcript form, the student will be given credit on a no-grade or pass basis.
5. To accommodate differences in international academic calendars – including seasonal variation between the northern and southern hemispheres – schools and districts in Idaho will strive to incorporate flexibility in attendance requirements, as long as academic attendance abroad for the exchange period has been deemed satisfactory.
6. Outbound students should be encouraged to pursue specific Idaho courses required for graduation through credit recovery or credit advancement offered available as online courses through the Idaho Digital Learning Academy (IDLA). *Contact [dlprinzing@sde.idaho.gov](mailto:dlprinzing@sde.idaho.gov) to request an IDLA brochure of courses.*
7. American students going abroad are not required to have any specific level of proficiency in the host language. Doing so would greatly diminish the opportunities for American students studying abroad. *However, students planning to study in a German or Spanish speaking country or in China might consider enrolling in one of the IDLA Introductory Language courses in preparation for the outbound experience.*

### **Inbound Program - Goals**

International students in the United States make significant contributions to campus learning, community diversity, and the economy. Those who return home to become leaders in their countries represent a reservoir of goodwill for the United States, perhaps our most underrated foreign-policy asset.

We must do more to:

- Articulate the value in opening our communities to intercultural exchange.
- Develop a strategic plan to attract internationally mobile students to Idaho schools
- Assess and address legislative and regulatory measures that impact international students and teachers.

Requirements:

1. Students must be between the ages of 15 and 18.5 years, in accordance with U.S. State Department guidelines.
2. Approved programs must have a local coordinator who resides within the region (within 150 miles of the school/district). Organizational support for all participants (students, families, schools) must be present within a reasonable (30-minute) drive.
3. In accordance with the National Association of Secondary School Principals' (NASSP) endorsement, each district school may accept up to 1% of total enrollment in foreign exchange students per year.
4. In accordance with U.S. visa regulations, a program representative must contact the district representative – or other authorized contact – by June 1<sup>st</sup> with the number of students he/she will be sponsoring. The names of the students and host families must also be provided at this time. **Acceptance of students after June 1 will be on a first-come, first-served basis.**<sup>4</sup>
5. The exchange students will be evaluated by educators on the regular grading schedule unless the decision is made to initiate a pass/fail system.
6. Students should be enrolled in the grade appropriate to the student's school records from his/her home country, as well as age.
7. The exchange students who have less than senior status will receive a certificate of attendance at the annual awards assembly.
8. If a foreign exchange student has graduated from high school in his/her native country or is a member of the senior class, completes a minimum of one (1) semester in the district and passes all the classes assigned, he/she will receive a certificate of attendance and be allowed to participate in graduation ceremonies.
9. If a foreign exchange student wishes to receive a regular diploma from an Idaho district, he/she must complete all Idaho graduation requirements. This includes submission of an official transcript of credits already completed. The translated transcript will be evaluated, along with classes taken in Idaho, to determine whether or not all the graduation requirements have been met.
10. Foreign exchange students must maintain a passing GPA and demonstrate academic progress, follow rules and regulations of the school and district, and show satisfactory discipline and attendance. Failure to comply with these expectations shall result in dismissal of the student.
11. The sponsoring organization is to show written evidence that it provides support in family relations, conduct rules, and general supervision for a participant on a local level. The names, addresses, and phone numbers of the responsible adults shall be given to the high school administration.

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<sup>4</sup> New federal visa regulations require that visa-granting exchange organizations provide proper documentation by pre-determined dates. For 2004-2005, the recommended documentation deadline for student placement with a family and school is June 1. Annual updates on deadlines are available from CSIET, the regulatory agency for all exchange organizations operating in the U.S. See, [www.csiet.org](http://www.csiet.org).



12. Hosting families should be selected based upon their commitment to intercultural exchange and support for broadening the global perspectives in their home, school, and community. Hosting families do not participate in the exchange in anticipation of financial compensation.
13. Inbound students are selected for intercultural exchange based on their propensity to adapt to a new culture, exhibit patience and diplomacy, and learn. These goals should be included when considering English language requirements for inbound students. *LEP/ESL is not an appropriate classroom placement; English proficiency exams are contrary to the overall mission and propensity for an exchange opportunity.*



## Selecting an Intercultural Exchange Organization: Ten Easy Questions

1. Is this organization approved by the Council on Standards for International Education Travel (CSIET)? If not, it is strongly recommended that you not host students from the particular organization in your school.

See [www.csiet.org/mc/page.do?sitePageId=750](http://www.csiet.org/mc/page.do?sitePageId=750) for the CSIET status report of organizations and programs that have demonstrated full compliance with the CSIET Standards.

2. Does this organization offer as a resource to the schools in the district a curriculum on intercultural education and global awareness?
3. Does this program offer outbound programs to Idaho students?
4. Are there scholarship monies available for outbound Idaho students?
5. Is the organization a not-for-profit organization?
6. Does the representative who provides support to the student, host family, and school live within a reasonable distance of the student, host family, and school?
7. Do local representatives receive periodic training to prepare and assist them in their work with international students, host families, and schools?
8. Are policies in place regarding international exchange student conduct and school performance?
9. Are host families recruited because of a commitment to intercultural exchange rather than financial compensation?
10. Does the organization work with volunteer representatives who receive no payment for inbound or outbound students? Special consideration should be given to organizations with volunteer representatives who are available and designated to support both inbound and outbound participants.



# **Sample *District* Intercultural Exchange Policy**

## ***Intercultural Educational Exchange Policy for the \*\*\* School District***

Now more than ever, the critical importance of international education to U.S. leadership, prosperity, and security is clear. Yet the United States lacks a coherent and strategic international education policy.

It is the goal of the \*\*\* school district to recognize the benefits from non-immigrant, foreign exchange students in our schools. To facilitate intercultural exchange, it is important to develop and administer criteria for selecting organizations to conduct these exchanges. The following are guidelines on how \*\*\* school district selects organizations to provide intercultural exchange opportunities to our students, families, and communities.

The Board does not, however, sponsor foreign exchange programs. The District does not provide any financial contributions to the student. The student is responsible for all fees. The Board assumes no responsibility for control over such items as travel, living accommodations, funding, insurance, etc., which remain the responsibility of the sponsoring program, host family, and student.

The following guidelines apply:

1. Programs are approved at the discretion of the district administration. Approved programs must also be approved by the Council on Standards for International Educational Travel (CSIET).
2. Organizations (as provided by CSIET accreditation) should be J-1 visa-granting organizations. J-1 visa holders (students sponsored by an approved foreign exchange organization) are eligible to attend secondary school. F-1 visa holders (individual foreign students sponsored by relatives or friends) are admitted at the discretion of the district administration.<sup>5</sup>
3. Organizations have the duty to provide district schools with detailed and up-to-date information on programs, scholarships, and support of all participants, which should include orientations throughout the exchange experience for students and families.
4. It will be the responsibility of the sponsoring organization to provide tutors and/or any necessary assistance required to help the foreign exchange student meet

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<sup>5</sup> Federal J-1 visa guidelines enable foreign exchange students to attend school in a U.S. public high school, and the school district receives the ADMW (i.e. per-student funding mechanism) under this visa program. F-1 visas do NOT provide this financial support; the student (or hosting organization) must pay all tuition costs.

acceptable standards. In this cannot be accomplished, the student faces withdrawal from the school.

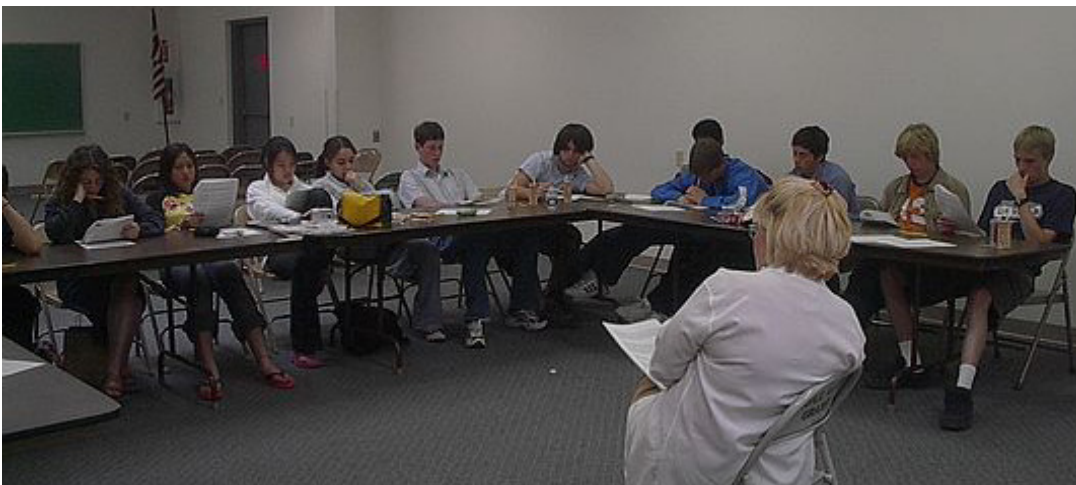
5. Students must be between the ages of 15 and 18.5 years, in accordance with U.S. State Department guidelines.
6. Time will be allotted only to foreign exchange programs that demonstrate district inbound and outbound exchange opportunities and availability of scholarships to present information to students within the school through academic global awareness and intercultural communication curriculum.
7. A student participating as an outbound student from a \*\*\* district school will receive appropriate credits toward graduation equivalent to the number, which would have been earned during the same period of time. Unless specific grades (which can be interpreted within the grading system of the high school) are forwarded in an official transcript form, the student will be given credit on a no-grade or pass basis.
8. To accommodate differences in international academic calendars – including seasonal variation between the northern and southern hemispheres – schools and districts in Idaho will strive to incorporate flexibility in attendance requirements, as long as academic attendance abroad for the exchange period has been deemed satisfactory.
9. Approved programs must have a local coordinator who resides within the region (within 150 miles of the school/district). Organizational support for all participants (students, families, schools) must be present within a reasonable (30-minute) drive.
10. In accordance with the National Association of Secondary School Principals' (NASSP) endorsement, each district school may accept up to 1% of total enrollment in foreign exchange students per year.
11. The local coordinator for the approved programs must contact the district representative – or other authorized contact – by June 1<sup>st</sup> with the number of students he/she will be sponsoring. The names of the students and host families must also be provided at this time. Acceptance of students after June 1 will be on a first-come, first-served basis.<sup>6</sup>
12. Exchange students hosted in \*\*\* district schools will be evaluated by educators on the regular grading schedule unless the decision is made to initiate a pass/fail system.
13. Students should be enrolled in the grade appropriate to the student's school records from their home country, as well as age.
14. The exchange students who have less than senior status will receive a certificate of attendance at the annual awards assembly.

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<sup>6</sup> New federal visa regulations require that visa-granting exchange organizations provide proper documentation by pre-determined dates. For 2004-2005, the recommended documentation deadline for student placement with a family and school is June 1. Annual updates on deadlines are available from CSIET, the regulatory agency for all exchange organizations operating in the U.S. See, [www.csiet.org](http://www.csiet.org).



15. If a foreign exchange student has graduated from high school in her/her native country or is a member of the senior class, completes a minimum of one (1) semester in the district and passes all the classes assigned, he/she will receive a certificate of attendance and be allowed to participate in graduation ceremonies.
16. If a foreign exchange student wishes to receive a regular diploma from the district, he/she must complete all Idaho graduation requirements. This includes submission of an official transcript of credits already completed. The translated transcript will be evaluated along with classes taken here in Idaho to determine whether or not all the graduation requirements have been met.
17. Foreign exchange students must maintain a passing GPA and demonstrate academic progress, follow rules and regulations of the school and district, and show satisfactory discipline and attendance. Failure to comply with these expectations shall result in dismissal of the student.
18. The sponsoring organization may be required to show written evidence – in the form of reports – that it provides support in family relations, conduct rules, and general supervision for a participant on a local level.
19. \*\*\* district students who are selected to go abroad are not required to have any specific level of proficiency in the host language. Doing so would greatly diminish the opportunities for \*\*\* district students studying abroad. Both outbound and inbound students are selected for intercultural exchange opportunities based on their propensity to adapt to a new culture, exhibit patience and diplomacy, and learn. Therefore, English language requirements for inbound students will not be a determining factor in acceptance of the student. English language proficiency should, however, improve during the course of the exchange to a level that is satisfactory to the school and district.



There is a flickering spark in us all which, if struck at just the right age . . . can light the rest of our lives, elevating our ideals, deepening our tolerance and sharpening our appetite for knowledge about the rest of the world. Educational and cultural exchanges . . . provide a perfect opportunity for this precious spark to grow, making us more sensitive and wiser international citizens through our careers.

President Ronald Reagan, 1982

## Background Documents

The following information is provided as supplemental background reading to the recommendations that the Idaho Department of Education's International Education Task Force and its AFS Intercultural Programs (*American Field Service*) representatives have drafted for the Idaho State Department of Education.



## *Intercultural Educational Exchange*

### Introduction

The Council on Standards for International Educational Travel (CSIET), in partnership with the secondary-school community, has developed the following document to assist American schools in the process of administering successful international student exchange programs. CSIET, a national non-profit foundation, is dedicated to promoting quality international youth exchanges that enrich local high school communities.

Current events clearly show how much more interconnected all of us are to the whole world. This gives schools ever more impressive reasons for accepting international exchange students enthusiastically and using them as resources to broaden student and community perspectives on the world.

Youth exchanges provide foreign exchange students with an American experience, giving them a more balanced understanding of our country. They encourage new perspectives for the school's own students that open their minds to the world. More importantly, these 'connections' help teenagers on both sides of exchange grow and gain maturity.

The concept of exchange programs began more than half a century ago with the Fulbright-Hays Act. High-level officials have supported international student exchange every year since. These cross-cultural experiences offer unique opportunities for American schools to help their students and communities:

- Learn first-hand about other cultures and customs
- Create life-long friendships across cultures
- Gain new perspectives on our country and the world
- Begin to understand how tightly connected the peoples and countries of the world are to each other, something our world seriously needs
- Open young minds to the importance of understanding other languages and other cultures, particularly with respect to career and personal opportunities

At the same time, schools have a right to expect that international exchange students and student exchange programs to adhere to guidelines that will minimize problems and make success more likely. In all international exchange programming, the human dynamic may sometimes complicate matters for administrators. However, the critical element is the ongoing relationship between the exchange program and the school – as well as the responsiveness of the exchange program. Once this relationship is formed and articulated, problems can usually be managed effectively and ultimately resolved.

International exchange students offer an exciting resource. Many schools have created special events and programs to encourage all students to get to know these guests from other cultures and expand their own horizons and interests. Such efforts also help exchange students feel comfortable in an all-new life by taking full advantage of their opportunities.

International youth exchange programs internationalize American high schools – one exchange at a time. Thank you for your support of these seminal programs. You are helping to mold our next generation of world leaders.

## **Number of International Exchange Students**

American high schools should strive to accept international exchange students each year. The number of international exchange students that a high school will accept and the timing/deadlines for the process vary. These guidelines suggest a middle ground that recognizes the needs of schools and exchange programs, taking into account the increasing difficulty of securing early student applications and host family commitments. *Ideally, schools should work toward a goal of 1% of the total student population being comprised of exchange students.* Acknowledging that school conditions vary locally, it is important to set a personal goal that best fits each school community.

## **Timing of Placement Process**

- The school asks that organizations contact the school each year to indicate an interest in placing exchange students. Exchange organizations should provide schools with advance notice of their intent to place.
- The school is to be notified as soon as Student and Host Family match-ups are confirmed.
- Recognizing the timing of school staffing and resourcing, exchange organizations should submit Student and Host Family applications as early as possible or up to two weeks prior to the school's start date. However, acknowledging the difficulty of securing Host Family commitments, the school will try to accept applications until school starts. *(Note: The U.S. State Department federal J-visa regulations permit the placement of exchange students up to August 31 of each year.)*

## Selecting Student Exchange Programs

- The school reserves the right to work with exchange organizations that have proved their commitment and responsiveness.
- The school will also be open to new organizations that demonstrate a serious commitment to the school and community.

## School Expectations of Student Exchange Program

All schools should reserve right of final approval on all student placements. Additionally, schools should require that each individual student exchange program must:

- Be listed in the most current CSJET *Advisory List* (for the current list visit [www.csjet.org](http://www.csjet.org)).
- Maintain a network of qualified and trained local representative living in or near the community, with responsibility for each student – and provide orientation and ongoing support for both the host family and student.
- Provide continuing hands-on monitoring and responsiveness – from local representative to national headquarters – including student selection and preparation, selection and screening of host families, ongoing contact with host family and student, and communication with the school and responsiveness to school needs.
- Receive school enrollment authorization for placements each year prior to contacting potential host families – and follow school policy on timing and requirements.
- Screen and prepare exchange students while monitoring their progress during the school year, responding to issues or problems as they develop.
- Arrange host family placements before exchange students leave their home country. Exchange students are expected to be in their host family and school placements by the first day of classes.
- Personally interview and screen all potential host families, matching student and family interests and personalities.
- Not knowingly place exchange students based on their athletic abilities.
- In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it.



- Provide the school with a complete student application which includes the following:
  - personal letter from the student
  - detailed information on student and natural family
  - proof that the student has sufficient language ability to function in an American classroom
  - original transcript of student's high school grades, with English translation (and this must meet school requirements)
  - necessary medical history, including proof of immunization as required by the school district, any medical/physical restrictions and a recent physical exam with proof of required immunizations

### **School Expectations for Students on J-1 visa sponsorships**

- Each exchange student must be qualified to participate in regular classes and maintain a typical schedule - this means an acceptable level of proficiency in the English language, a commitment to treat coursework as important, and the social skills to enjoy participation in social and extra-curricular activities.
- International exchange students must be aware that participating in interscholastic athletic teams means they must comply with district and state athletic eligibility regulations, and that many teams require try-outs.
- The school appreciates the difficulty of a student's plunge into a different language/culture/institution, but exchange students are expected to attain passing grades by the end of their first semester.
- Exchange students; enrollment eligibility will be for one-year only – exchange students and host families are expected to know and must follow all school policies and rules.
- Exchange students must have medical and accident insurance that meets or exceeds U.S. Department of State guidelines.
- Since there is wide variation of graduation policies in the United States, exchange students will understand that they are not guaranteed the ability to graduate or be granted diplomas.

### **School Responsibilities**

- Students on U.S. State Department-sponsored programs (J-1 visas) generally pay no tuition, but they are expected to pay all normal expenses, including standard course and extra-curricular activity fees. The school has no obligation to provide any special services, tutoring, supplies or equipment

- International exchange students have all rights and privileges accorded to community students - EXCEPT the right to a diploma.
- The school will make every effort to integrate international exchange students into the school's social fabric. In turn, schools shall encourage international exchange students to participate enthusiastically in school activities, to make friends, to make a personal contribution to the school – and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and talking to media when asked.

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*Created by high school and organization members of CSIET, Fall 2002. To review current CSIET Standards visit: [www.csiet.org](http://www.csiet.org).*

*To review J-Visa federal regulations visit: [exchanges.state.gov/education/jexchanges/resources.htm](http://exchanges.state.gov/education/jexchanges/resources.htm)*

CSIET – 212 South Henry Street, Alexandria, VA 22314 – Tel: 703/739-9050; Fax: 703/739-9035; Email: [mailbox@csiet.org](mailto:mailbox@csiet.org)



The exchange of student . . . should be vastly expanded . . . Information and education are powerful forces in support of peace. Just as war begins in the minds of men, so does peace.

President Dwight D. Eisenhower, 1958

## ***CSIET - Standards for International Educational Travel Programs***

Approved May 2002

The Council on Standards for International Educational Travel (CSIET) is a not-for-profit organization committed to quality international travel and exchange. It establishes standards for organizations operating international educational travel and exchange programs at the high school level. CSIET monitors compliance with those standards, and disseminates information regarding international educational travel organizations. CSIET also accepts complaints as well as compliments regarding specific exchange organizations. Those comments are reviewed annually in CSIET's evaluation of youth exchange programs.

### **Definitions**

*Agent:* Individual or organization authorized to represent or act on behalf of the organization in administering one or more aspects of the program, for example, an overseas partner.

*Organization:* Entity that sponsors international educational travel activities.

*Program:* Organized international educational travel activity that begins with participant recruitment and selection, includes the components outlined in the standards which follow, and terminates when the participant returns to his or her point of origin or otherwise severs the relationship with the program sponsor.

*Short-term Program:* A short-term program is one whose in-country duration is generally eight weeks or less.

*Volunteer:* 1. A representative who is compensated for out-of-pocket expenses only. If a representative receives regular compensation, such as a per student placement fee, this individual cannot be considered a volunteer. 2. A host family that provides room and board gratis to a student.

### **Standard 1: Educational Perspective**

Programs shall be designed to fulfill educational purposes related to an international experience.

The organization sponsoring the program shall have clearly established goals and learning objectives to fulfill the educational purposes of its programs.

Materials to be submitted:

- 1.1 Statement of the organization's overall mission.
- 1.2 List of programs to be evaluated.
- 1.3 Statement of the educational goals and learning objectives of each program being evaluated, including:  
Activities which demonstrate how the goals and objectives are achieved.  
Evaluative tool(s) used.

## **Standard 2: Organizational Profile**

The structure and administration of the organization shall be clearly defined.

The organization shall have the personnel needed to administer its programs effectively.

The organization is accountable for the full scope of the programs it administers, including actions taken and representations made by its agents, and maintains responsibility for its students both within the US and abroad.

The organization shall maintain direct, hands-on control of the placement and supervision of inbound students and the hiring, firing and remuneration of local representatives. It may not enter into a relationship with another entity that appears to exercise such control.

The organization shall be organized under the laws of one of the 50 states of the United States or the District of Columbia.

The organization shall demonstrate success in international educational travel through at least one full year since its incorporation.

Materials to be submitted:

Names and titles of all officers, directors, and staff members responsible for the organization's programs and an indication of those who are compensated.

Copy of all Articles and/or Certificates of Incorporation and/or Amendments, in every state in which the organization is incorporated.

Copy of the Constitution and/or By Laws

If the organization is not-for-profit, a copy of the 501(c)(3) or other federal authorization.

A listing of all agents with responsibility for one or more aspects of the program.

Names and addresses of organizations and/or individuals in the United States or other countries with which organizational and/or contractual relationships are maintained for purposes of administering the program(s) under review. (Local representatives who are U.S./independent contractors need not be included in this listing.)

Copy of the contract with each agent or an explanation of the relationship and description of the program-related responsibilities of each agent.

Explanation of relationships, specifically what is shared and what is separate, with other organizations that share:

Officers and/or directors

Facilities

Office staff

Expenses (i.e. equipment, utilities, insurance)

Field staff

An organizational chart including the number of persons at each level of responsibility.

A written summary of the organization's previous year's activities, or most recent annual report.

## **Standard 3: Financial Responsibility**

The organization shall be capable of discharging its financial responsibilities to all participants.

The organization shall have sufficient financial backing to protect all monies paid by participants and to ensure fulfillment of all responsibilities to participants.

The organization shall have an independent Certified Public Accountant annually prepare an audited or review financial statement.

Materials to be submitted:

Copy of an audited or review financial statement for the most recently completed fiscal year, issued by an independent Certified Public Accountant, including the CPA's signed opinion letter, balance sheet, statement of income and expenses, statement of cash flows, and notes to financial statements. A compilation is not acceptable.

The evaluation committee may require a copy of the most recent balance sheet or quarterly financial statements, a letter of credit, or other evidence of financial strength.

## **Standard 4: Promotion**

The organization's promotional materials shall professionally, ethically and accurately reflect its purposes, activities and sponsorship.

The organization shall not publicize the need for host families via any public media with announcements, notices, advertisements, etc, that:

are not sufficiently in advance of the student's arrival

appeal to public pity or guilt

imply in any way that a student will be denied participation if a host family is not

identify photos of individual students and include an appeal for an immediate family.

Following are guidelines for public media advertisements:

CSIET has found the following words or phrases to be unacceptable: Urgently Needed, Don't let me be homeless, This is an emergency...

CSIET has found the following words or phrases to be acceptable: Open your hears and homes, Host a foreign Exchange Student...

It is permissible to use a picture of a student, a first name, age, country of origin and a composite or generic listing of interests in an advertisement in order to demonstrate the personal nature of the program and the types of interests that students have. It is not permissible to identify that specific student as needing a home, nor is it permissible to refer to a student's athletic ability or accomplishments. Written waivers must be obtained for the use of any student photographs.

The organization shall not promote or recruit for its programs in any way that compromises the privacy, safety or security of participants, families or schools.

All promotional materials/activities shall distinguish the program and the sponsoring organization from others operating under:

affiliated or related corporate structures

the same or similar names or symbols.

The organization shall fully disclose all fees, including school tuition, host family reimbursements, and other required or optional costs to prospective students and their natural families before enrollment. (If host families provide room and board gratis to the students, publicity should state that fees cover "selection and placement in host families" and not imply in any way that the fees paid by the students cover "room and board.")

Neither the organization nor its agents shall promote its programs as providing opportunities for school athletic participation, high school graduation, driver's education instruction, household domestic service, child care, employment, or other activities that might compromise the student, program, or school.

(Standard 4F specifically prohibits the organization and its agents (this includes foreign partners) from promoting its programs as providing any of the aforementioned activities. The word "promote" as it is used in Standard 4F includes any specific focus on or prominence of pictures and/or text depicting these activities. No prominent pictures and/or text will be considered to be in compliance.)

The organization shall not state or imply in its promotional materials/activities that persons who are compensated other than out-of-pocket expenses are volunteers.

Materials to be submitted:

Sample copies of U.S. and foreign promotional brochures, fliers, newspaper and magazine advertisements, radio and television commercial scripts, posters and other promotional materials.

Sample copies of U.S. and foreign materials provided to prospective students and their natural families regarding program costs, including a description of available scholarship and financial aid programs.

## **Standard 5: Student Selection and Orientation**

The organization shall screen and select student participants on the basis of criteria appropriate to the program.

Screening procedures for homestay programs shall include personal interviews with student applicants.

Selection shall be completed sufficiently in advance of the student's departure to ensure adequate time for preparation and orientation.

Students shall be given a suitable orientation before departure and after arrival in the host country.

All inbound students enrolled in a U.S. high school must have adequate English language proficiency to function successfully.

All inbound and outbound students enrolled in school must have adequate academic preparation to function successfully.

Materials to be submitted:

Selection criteria used to evaluate student applicants, both inbound and outbound.

All applicable forms pertinent to student selection of both inbound and outbound students, including:

Application packet

Reference forms

Personal interview forms

Medical history form

Medical release form

Copies of all student orientation materials, for both inbound and outbound students, including a description of topics covered during orientation sessions.

Copies of student rules, regulations and participant agreement forms for both inbound and outbound students.

For students who will be enrolled in a U.S. high school, a description of the process and/or copies of materials used to evaluate an applicant's proficiency in English, including test scores or other measures deemed acceptable.

For all inbound and outbound students who will be enrolled in school, a description of the process and/or copies of materials used to evaluate an applicant's academic history, including standards of acceptance (e.g. grade transcripts.)

## **Standard 6: Student Placement**

A. For programs that include a homestay, the organization shall:

1. select host families on the basis of criteria appropriate to the program.
2. personally interview all prospective host families in their home.
3. match students and host families on the basis of criteria appropriate to the program
4. complete placement arrangements sufficiently in advance of the student's departure from home to ensure adequate time for preparation and orientation of the host family (Whenever possible, a student should be placed with a host family who has made a long-term commitment to host the student prior to the student's departure from his/her home country. In cases where this is not possible, a student may be placed with a short-term host family until long-term arrangements can be made. All short-term families must be selected and oriented according to the same criteria as are long-term families. The short-term nature of the host family placement must be fully disclosed in advance to the student, his/her natural parents, and the school principal, and be acceptable to them. Short-term families may, of course, also be utilized when a host family placement has not worked out and a new family must be found.)
5. provide suitable orientation and training to the host family. (When a family expresses an interest in hosting a student and a representative makes the initial home visit to explain the program, this is not to be considered the "host family orientation." CSIET suggests that host family orientation include information on the student's expectations about family and school life, customs, religion and mores of the student's native country, the academic program in which the student will be enrolled, potential problems in hosting exchange students and suggestions on how to cope with such problems.)

B. Organizations shall not knowingly be party to a placement (inclusive of direct placements) based on athletic abilities, whether initiated by a student, a natural or host family, a school or any other interested party. A direct placement is one in which either the student or the sending organization in the foreign country is party to an arrangement with any other party, including school personnel, for the student to attend a particular school or live with a particular host family. Such direct placement must be reported to the particular school and the National Federation of State High School Associations prior to the first day of classes.

C. For programs that include accommodations other than a homestay, the organization shall:

1. arrange accommodations on the basis of criteria appropriate to the program
2. ensure the adequacy of the accommodations with respect to location, cleanliness, safety, nutrition, and supervision
3. confirm the accommodations sufficiently in advance of the student's departure from home.

D. For programs that include enrollment in US high schools, the organization shall:

- a. secure written acceptance from the school principal or other designated responsible school administrator prior to the exchange student's departure from his or her home country.
- b. provide the school with the following information about the student:
  - 1) academic history, including
    - a) academic records, translated into English or other language as appropriate
    - b) number of years of school completed prior to arrival, and number of years required in home country for the completion of secondary school
  - 2) level of English language proficiency (for inbound students only)
  - 3) appropriate background information
  - 4) expectations regarding school experience.

Materials to be submitted:

For programs which include a homestay:

Selection criteria used to evaluate the host family's qualifications.

Copies of all forms related to host family selection

host family application form

host family interview form

host family reference form

Criteria used for matching students with host families

Copy of all host family orientation materials, and schedule of orientation sessions.

Copy of forms and letters used to notify the student and the natural parents of the host family placement.

Copy of letters and forms used to notify the host family of the placement.

For programs which include accommodations other than a homestay:

Criteria used to evaluate the adequacy of the accommodations

Copy of forms and letters used to notify the student and the natural parents of the accommodations

Copy of other forms, letters, etc. related to the selection and confirmation of accommodations

For programs which include enrollment in school:

Copy of the form used to secure school attendance approval

Copy of forms and documents regarding the student provided to the school

## **Standard 7: Operations**

The organization shall ensure adequate care and supervision of students.

Local representatives of the organization shall maintain regular personal contact with students and host families. (Contact should be initiated by the organization's representative at least once a month be it by telephone, a visit to the home, personal contact at a gathering or other means. E-mail alone is not considered sufficient personal contact. Regular monthly contact is to include separate communication with the student and the host family in order to provide each with the opportunity to discuss issues they might not raise in the presence of the other. CSIET expects that there be formal documentation of this contact such as a monthly form, written journal, written log, etc. This is not to imply that representatives have to record every interaction. Rather it is to provide a record for the organization's office of the pattern of student and host family adjustments, activities, and relationships through at least monthly contact with each student and host family.)

The organization shall notify the student, host family, and/or other supervisor of accommodations regarding the travel itinerary sufficiently in advance of the student's departure from the home country.

The organization shall provide adequate support services at the local level to assist with program-related needs and problems, for example, counseling services, travel, medical care, language problems, changes in host family, emergencies.

The organization shall maintain an effective system of screening, selecting, training, and supervising program representatives and group leaders.

The organization shall provide all students with an identification card that includes the student's name; the host family's name, address, and telephone; the local representative's name, address, and telephone; the address and telephone of the organization's appropriate national office.



For programs involving school enrollment, the organization shall maintain regular communication with school authorities.

The organization shall provide an opportunity to the student, host family, and school to participate in a post-exchange evaluation.

The organization shall have in place adequate plans and procedures for dealing with emergency situations that may arise during the program.

The organization shall respond in a timely and appropriate fashion to complaints received from students, families, schools or others concerned with the program and its quality.

Materials to be submitted:

Criteria used to select program representatives and group leaders, in the U.S. and abroad.

Copy of materials used to train program representatives and group leaders both in the U.S. and abroad, including the schedule of training sessions.

Description of procedures for supervision of program representatives and group leaders in the U.S. and abroad.

Copy of policy regarding commissions, travel benefits, expense reimbursements, and other emoluments provided to program representatives and group leaders, in the U.S. and abroad, including any contract and agreement forms.

Rules and/or guidelines for maintaining communication with the student, host family, and school.

Rules and/or guidelines for handling emergency situations.

Copy of student identification card.

Copy of final evaluation forms provided to students, host families, and schools, including a description of how the results are used.

Projects time line for completion or execution of each step of the program arrangements. (For example: student selection, student orientation, host family selection, host family and school placement, host family orientation, travel itinerary.)

## **Standard 8: Student Insurance**

A. The organization shall guarantee that every student is covered with adequate health and accident insurance. Such insurance shall:

- a. Protect students for the duration of their program
- b. Provide for the return of the student to his/her home in the event of serious illness, accident, or death during the program.

B. The organization shall provide students, host families, and appropriate supervisor(s) with detailed printed information regarding the terms and limits of insurance coverage and procedures for filing a claim.

C. Compensated officials and employees of the organization shall not receive compensation from the sale of insurance to its participants.

Materials to be submitted:

If participants are covered with health and accident insurance through a policy provided by the organization, a copy of the health and accident insurance policy covering program participants.

If participants are covered with health and accident insurance through a policy held by the participant or the participant's natural family, a copy of the coverage specifications required and the insurance certificate/verification form required of program participants.

Detailed information regarding any self insured coverage or any coverage provided above and beyond those specified in 8.1 or 8.2.

Copy of all materials furnished to students, host families, and/or other supervisors regarding insurance coverage and procedures for filing a claim.

Letter from insurance agent stating current policy limits and scope of coverage provided. Such letter shall also state the expiration date of such policy and that the agent agrees to give the Council timely notice of cancellation or non-renewal of such policy.

## Standard 9: Adherence to Government Regulations

The organization shall comply with all appropriate government regulations regarding international exchange or any other activity under its auspices.

It shall be the responsibility of the organization to notify the Council of any change in status with respect to government designation, acknowledgment, acceptance, endorsement and/or sanction.

Materials to be submitted:

Copies of letters of authorization, designation, or other documents which demonstrate government designation, acknowledgment, acceptance and/or endorsement.

Copies of appropriate reviews, reports, or evaluations submitted to government agencies.

Copies of appropriate reviews, reports, or other evaluations conducted by government agencies.



Only by knowing and understanding each other's experiences can we find common ground on which we can examine and resolve our difference . . . As the world becomes more and more interdependent, such mutual understanding becomes increasingly vital.

President Jimmy Carter, 1977

**TITLE 22—FOREIGN RELATIONS**  
**CHAPTER I—DEPARTMENT OF STATE**  
**PART 62—EXCHANGE VISITOR PROGRAM**  
**Subpart B—Specific Program Provisions**  
**Sec. 62.25 Secondary school students.**

Revised as of April 1, 2003

**(a) Introduction.** These regulations govern Department of State designated exchange visitor programs under which foreign national secondary students are afforded the opportunity for up to one year of study in a United States public or private secondary school, while living with an American host family or residing at an accredited U.S. boarding school.

**(b) Program sponsor eligibility.** Eligibility for designation as a secondary school student exchange program sponsor shall be limited to;

- (1) Organizations with tax-exempt status as conferred by the Internal Revenue Service pursuant to section 501(c)(3); and
- (2) Organizations which are United States citizens as such terms is defined Sec. 62.2.

**(c) Program eligibility.** Secondary school students exchange programs designated by the Department of State shall:

- (1) Require all participants to pursue a full course of study at an accredited educational institution as such terms are defined in this Part of not less than one academic semester (or quarter equivalency) nor more than two academic semesters (or quarter equivalency) duration; and
- (2) Be conducted on an academic calendar year basis provided, however, participants may begin in the second semester of an academic year if specifically permitted to do so, in writing, by the school in which the exchange visitor is enrolled.

**(d) Program administration.** Sponsors shall ensure that all officers, employees, agents, and volunteers acting on their behalf:

- (1) Are adequately trained and supervised;
- (2) Make no student placement outside a 150 mile radius of the home of an organizational representative authorized to act on the sponsor's behalf in both routine and emergency matters arising from a student's participation in their exchange program;
- (3) Ensure that no organizational representative act as both host family and area supervisor for any student participant whom that organizational representative may host;
- (4) Maintain a regular schedule of personal contact with the student and host family, and ensure that the school has contact information for the local organizational representative and U.S. offices of the sponsor; and
- (5) Adhere to all regulatory provisions set forth in this Part and all additional terms and conditions governing program administration that the Department of State may from time to time impose.

**(e) Student selection.** In addition to satisfying the requirements of Sec. 62.10(a), sponsors shall ensure that all participants in a designated secondary school student exchange program:

- (1) Are bona fide students who:
  - (i) Are secondary school students in their home country who have not completed more than eleven years of primary and secondary study, exclusive of kindergarten; or
  - (ii) Are at least 15 years of age but not more than 18 and six months years of age at the time of initial school enrollment;
- (2) Demonstrate maturity, good character, and scholastic aptitude; and
- (3) Have not previously participated in an academic year or semester secondary school student exchange program in the United States.

**(f) Student enrollment.**

- (1) Sponsors shall secure prior written acceptance for the enrollment of any student participant in a United States public or private secondary school. Such prior acceptance shall:

- (i) Be secured from the school principal or other authorized school administrator of the school or school system that the student participant will attend; and
  - (ii) Include written arrangements concerning the payment of tuition or waiver thereof if applicable.
- (2) Sponsors shall maintain copies of all written acceptances and make such documents available for Department of State inspection upon request.
- (3) Sponsors shall submit to the school a written English language summary of the student's complete academic course work prior to commencement of school.

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- (4) Under no circumstance shall a sponsor facilitate the entry into the United States of a student for whom a school placement has not been secured.
- (5) Sponsors shall not facilitate the enrollment of more than five students in one school unless the school itself has requested, in writing, the placement of more than five students.

**(g) Student orientation.** In addition to the orientation requirements set forth herein at Sec. 62.10, all sponsors shall provide students, prior to their departure from the home country, with the following information:

- (1) A summary of all operating procedures, rules, and regulations governing student participation in the exchange program;
- (2) A detailed profile of the school, family, and community in which the student is placed;
- (3) A detailed summary of travel arrangements;
- (4) An identification card which lists the student's name, United States home placement address and telephone number, and a telephone number which affords immediate contact with both the Department of State and sponsor in case of emergency. Such cards may be provided in advance of home country departure or immediately upon entry into the United States.

**(h) Student extra-curricular activities.** Students may participate in school sanctioned and sponsored extra-curricular activities, including athletics, if such participation is:

- (1) Authorized by the local school district in which the student is enrolled; and
- (2) Authorized by the state authority responsible for determination of athletic eligibility, if applicable.

**(i) Student employment.** Students may not be employed on either a full or part-time basis but may accept sporadic or intermittent employment such as babysitting or yard work.

**(j) Host family selection.** Sponsors shall adequately screen all potential host families and at a minimum shall:

- (1) Provide potential host families with a detailed summary of the exchange program and the parameters of their participation, duties, and obligations;
- (2) Utilize a standard application form for all host family applicants which provides a detailed summary and profile of the host family, the physical home environment, family composition, and community environment;
- (3) Conduct an in-person interview with all family members residing in the home;
- (4) Ensure that the host family is capable of providing a comfortable and nurturing home environment;
- (5) Ensure that the host family is a good reputation and character by securing two personal references for each host family from the school or community, attesting to the host family's good reputation and character;
- (6) Ensure that the host family has adequate financial resources to undertake hosting obligations; and
- (7) Maintain a record of application forms, evaluations, and interviews for all selected host families for a period of three years.

**(k) Host family orientation.** In addition to the orientation requirements set forth in Sec. 62.10, sponsors shall:

- (1) Inform all host families of the philosophy, rules, and regulations governing the sponsor's exchange program;
- (2) Provide all selected host families with a copy of Department of State-promulgated Exchange Visitor Program regulations; and
- (3) Advise all selected host families of strategies governing cross-cultural interaction and conduct workshops which will familiarize the host family with cultural differences and practices.

**(l) Host family placement.**

- (1) Sponsors shall secure, prior to the student's departure from the home country, a host family placement for each student participant. Sponsors shall not:
  - (i) Facilitate the entry into the United States for a student for whom a host family placement has not been secured; and
  - (ii) Place more than one student with a host family without the express prior written consent of the Department of State.
- (2) Sponsors shall advise both the student and host family, in writing, of the respective family compositions and backgrounds of each and shall facilitate and encourage the exchange of correspondence between the two prior to the student's departure from the home country.
- (3) In the event of unforeseen circumstances which necessitate a change of host family placement, the sponsor shall document the reasons necessitating such change and provide the Department of State with an annual statistical summary reflecting the number and the reason for such change in host family placement.

**(m) Placement report.** In lieu of listing the name and address of the host family and school placement on a participant's Form DS-2019, sponsors must, no later than August 31st of each academic year, submit to the Department of State a report of all academic year program participants. Such report shall set forth the participant's name, school, and host family placements. A report of semester participants entering United States schools during the January to June term shall be submitted to the Department of State by January 15th.

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